

AD-A099 960

COURSEWARE INC SAN DIEGO CALIF

F/G 5/9

TASK LISTINGS AND CRITERION-REFERENCED OBJECTIVES FOR THE INSTR--ETC(U)

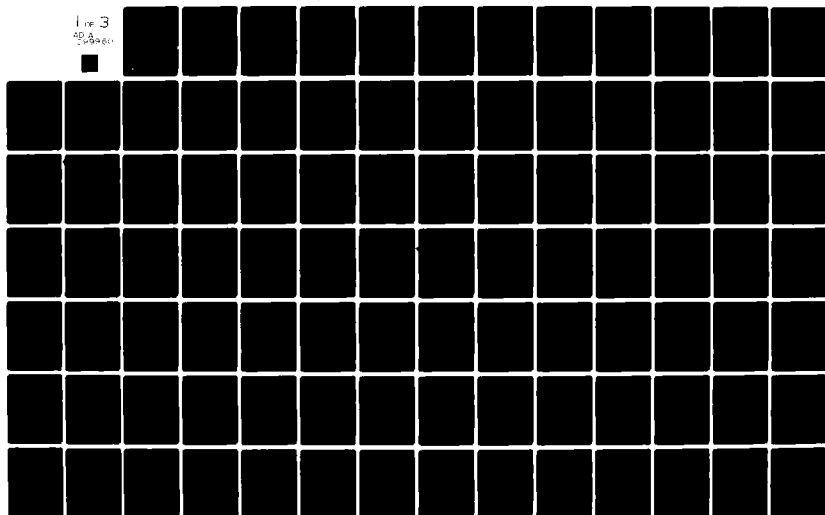
MAR 81 H L O'NEAL L J ROTHSTEIN

F02604-79-C-8875

NL

UNCLASSIFIED

Line 3
40-8
200-800



AD A099960

LEVEL II

①

F-16 AIRCREW TRAINING DEVELOPMENT PROJECT.

Contract No. F02604-79-C8875/

TASK LISTINGS AND CRITERION-REFERENCED
OBJECTIVES FOR THE INSTRUCTOR PILOT
F-16 TRAINING PROGRAM.

DEVELOPMENT REPORT No. 29,
MARCH 1981

DTIC
ELECTE
JUN 09 1981

E

Prepared in fulfillment of CDRL no. B049

by

H.L. O'Neal
L.J. Rothstein

COURSEWARE, INC.
10075 Carroll Canyon Rd.
San Diego, CA 92131
(714) 578-1700

DTIC FILE COPY

81 6 08 201

PREFACE

This report was created for the F-16 Aircrew Training Development Project contract no. F02604-79-C8875 for the Tactical Air Command to comply with the requirements of CDRL no. 8049. The project entailed the design and development of an instructional system for the F16 RTU and instructor pilots. During the course of the project, a series of development reports was issued describing processes and products. A list of those reports follows this page. The user is referred to Report No. 34, A Users Guide to the F-16 Training Development Reports, for an overview and explanation of the series, and Report No. 35, F-16 Final Report, for an overview of the Instructional System Development Project.

Accession For
 REF ID: A111111
 REF ID: A111111
 REF ID: A111111
 form 50 per
 Date: 1/1/1961
 A

F-16 AIRCREW TRAINING
DEVELOPMENT PROJECT REPORTS

Copies of these reports may be obtained by writing the Defense Technical Information Center, Cameron Station, Alexandria, Virginia 22314. All reports were reviewed and updated in March 81.

Gibbons, A.S., Rolnick, S.J., Mudrick, D. & Farrow, D.R. Program work plan (F-16 Development Report No. 1). San Diego, Calif.: Courseware, Inc., September 1977, March 1981.

Thompson, A., Bath, W., & Gibbons, A.S., Previous ISD program review (F-16 Development Report No. 2). San Diego, Calif.: Courseware, Inc., September 1977, March 1981.

Wild, M., & Farrow, D.R. Data collection and management forms report (F-16 Development Report No. 3). San Diego, Calif.: Courseware, Inc., September 1977, March 1981.

Gibbons, A.S. Review of existing F-16 task analysis (F-16 Development Report No. 4). San Diego, Calif.: Courseware, Inc., June 1977, March 1981.

Gibbons, A.S., & Rolnick, S.J. Derivation, formatting, and use of criterion-referenced objectives (CROs) and criterion-referenced tests (CRTs) (F-16 Development Report No. 5). San Diego, Calif.: Courseware, Inc., September 1977, March 1981.

Rolnick, S.J., Mudrick, D., Gibbons, A.S. & Clark, J. F-16 task analysis, criterion-referenced objective, and objectives hierarchy report (F-16 Development Report No. 6). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Gibbons, A.S. Task analysis methodology report (F-16 Development Report No. 7). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Gibbons, A.S. Objectives hierarchy analysis methodology report (F-16 Development Report No. 8). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Mudrick, D., Gibbons, A.S., & Schmidt, R.F. Goal analysis report (F-16 Development Report No. 9). San Diego, Calif.: Courseware, Inc., February 1978, March 1981.

Rolnick, S.J., Mudrick, D., & Thompson, E.A. Data base update procedures report (F-16 Development Report No. 10). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Mudrick, D., & Pyrz, K.E. Data automation of task and goal analysis: Existing system review and recommendation (F-16 Development Report No. 11). San Diego, Calif.: Courseware, Inc., September 1977, March 1981.

O'Neal, A.F., & Smith, L.H. Management System needs and design concept analysis (F-16 Development Report No. 12). San Diego, Calif.: Courseware, Inc., December 1977, March 1981.

Gibbons, A.S., Thompson, E.A., Schmidt, R.F., & Rolnick, S.J. F-16 pilot and instructor pilot target population study (F-16 Development Report No. 13). San Diego, Calif.: Courseware, Inc., September 1977, March 1981.

Schmidt, R.F., Gibbons, A.S., Jacobs, R. & Faust, G.W. Recommendations for the F-16 performance measurement system (F-16 Development Report No. 14). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Thompson, E.A., & Gibbons, A.S. Program/system constraints analysis report (F-16 Development Report No. 15). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Gibbons, A.S., & Rolnick, S.J. A study of media production and reproduction options for the F-16 project (F-16 Development Report No. 16). San Diego, Calif.: Courseware, Inc., February 1978, March 1981.

O'Neal, A.F., & Kearsley, G.P. Computer managed instruction for the F-16 training program (F-16 Development Report No. 17). San Diego, Calif.: Courseware, Inc., July 1978, March 1981.

Wilcox, W.C., McNabb, W.J., & Farrow, D.R. F-16 implementation and management plan report (F-16 Development Report No. 18). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Sudweeks, R.R., Rolnick, S.J., & Gibbons, A.S. Quality control plans, procedures, and rationale for the F-16 pilot training system (F-16 Development Report No. 19). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Gibbons, A.S., Axtell, R.H., & Hughes, J.A. F-16 media selection and utilization plan report (F-16 Development Report No. 20). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Thompson, E.A., Kearsley, G.P., Gibbons, A.S., & King, K. F-16 instructional system cost study report (F-16 Development Report No. 21). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Jacobs, R.S., & Gibbons, A.S. Recommendations for F-16 operational flight trainer (OFT) design improvements (F-16 Development Report No. 22). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Gibbons, A.S. F-16 instructional sequencing plan report (F-16 Development Report No. 23). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

Farrow, D.R., & King, K. F-16 coursewares and syllabi delivery schedule (F-16 Development Report No. 24). San Diego, Calif.: Courseware, Inc., September 1979, March 1981.

Rothstein, L.J., Hibian, J.E., & Mudrick, D. F-16 instructor/course manager training requirements report (F-16 Development Report No. 25). San Diego, Calif.: Courseware, Inc., October 1978, March 1981.

O'Neal, A.F., & O'Neal, H.L. F-16 pilot media selection (F-16 Development Report No. 26). San Diego, Calif.: Courseware, Inc., March 1979, March 1981.

Gibbons, A.S. F-16 instructional system design alternatives (F-16 Development Report No. 27). San Diego, Calif.: Courseware, Inc., September 1979, March 1981.

Gibbons, A.S. F-16 instructional system basing concept (F-16 Development Report No. 28). San Diego, Calif.: Courseware, Inc., September 1979, March 1981.

O'Neal, H.L., & Rothstein, L.J. Task listings and criterion-referenced objectives for the instructor pilot F-16 training program (F-16 Development Report No. 29). San Diego, Calif.: Courseware, Inc., September 1979, March 1981.

Bergman, D.W., & Farrow, D.R. F-16 training system media report (F-16 Development Report No. 30). San Diego, Calif.: Courseware, Inc., September 1979, March 1981.

Gibbons, A.S., O'Neal, A.F., Farrow, D.R., Axtell, R.H., & Hughes, J.A. F-16 training media mix (F-16 Development Report No. 31). San Diego, Calif.: Courseware, Inc. October, 1979, March 1981.

Farrow, D.R. F-16 training media support requirements (F-16 Development Report No. 32). San Diego, Calif.: Courseware, Inc., September 1979, March 1981.

Gibbons, A.S. F-16 training media constraints and limitations (F-16 Development Report No. 33). San Diego, Calif.: Courseware, Inc., September 1979, March 1981.

Farrow, D.R., & Kearsley, G.P. A user's guide to the F-16 training development reports (F-16 Development Report No. 34). San Diego, Calif.: Courseware, Inc., January 1981, March 1981.

Farrow, D.R., & Clark, J. F-16 Final Report (F-16 Development Report No. 35). San Diego, Calif.: Courseware, Inc., January 1981, March 1981.

EXECUTIVE SUMMARY

This report contains two lists: The IP course task list and the IP course CROs. The task list represents a comprehensive inventory of the major tasks an F-16 pilot should be able to perform, while the CROs represent the major testable subtasks, or performance objectives he must master to demonstrate proficiency in the major tasks. The CROs are derived from the task list through hierarchical analysis, and are used to generate the criterion-referenced tests (CRTs) that control student progress through the F-16 training system.

CONTENTS

	Page
Preface	i
F-16 Aircrew Training Development Project Reports	ii
Executive Summary	vi
INTRODUCTION	1
REVISION	1
INSTRUCTOR COURSE AND THE B/C COURSE	2
FORMAT	3
Attachment I: IP COURSE TASK LIST	
Attachment II: IP COURSE CROs	

TASK LISTINGS AND CRITERION-REFERENCED
OBJECTIVES FOR THE INSTRUCTOR PILOT
F-16 TRAINING PROGRAM

INTRODUCTION

This report contains two documents fundamental in the design of the F-16 training system: (1) An updated version of the instructor (IP) course task listing previously published under this report number in October 1978 and March 1979, and (2) a set of CROs for the IP course derived from the task listing. The processes for performing a task analysis, developing CROs, and deriving objectives hierarchies are described in the following project development reports, respectively:

"Task Analysis Methodology Report," F-16 Aircrew Training Development Project Report No. 7.

"Derivation, Formatting, and Use of Criterion-referenced Objectives (CROs) and Criterion-referenced Tests (CRTs)," F-16 Aircrew Training Development Project Report No. 5.

"Objectives Hierarchy Analysis Methodology Report," F-16 Aircrew Training Development Project Report No. 8.

The requirements for student and instructor training are part of the complete F-16 training system design. Details of how this report fits into the instructional system are provided in "F-16 Implementation and Management Plan Report," F-16 Aircrew Training Development Project Report No. 18.

REVISION

It is important to realize that this document, while more complete than earlier versions of task listings for the F-16 instructor course, should not be considered static. Due to the fact that the F-16 is a relatively new weapons system, and that the instructor's role may change, new data will con-

stantly appear which will in some way affect the responsibilities and training needs of F-16 students and instructors. Working without such data at the current time, some of the decisions made in completing this task and competency analysis are our "best guesses." For example, several subject matter experts felt, and it was confirmed by reports from newly graduated instructors in other Air Force instructor courses, that student flight instructors in the F-16 instructor course need to be taught to anticipate common student errors, to detect and identify such errors as early as possible, and to diagnose the cause of each student error. At this time, there does not appear to be much specific information available on common student errors. Therefore, in deciding how to best deal with this task, it was more or less arbitrarily decided to handle student errors by phases of flight as the phases are referenced in the B/C course, i.e., new instructors will deal with student errors occurring during the pretakeoff phase, takeoff, departure, and so on.

At some later time, when more information on common student errors is available, it may be found that this is not the best solution. For instance, it might be found that students make very few errors during pretakeoff, that the errors are quite easy to identify, and the causes are obvious. This would indicate that perhaps the objective dealing with student errors during pretakeoff should be combined with some other objective. On the other hand, it might be found that the errors occurring during this phase are numerous, difficult to identify, and even more difficult to properly diagnose. In this case, the one objective found in this document might be split into two or three objectives, so as to ensure that instruction on these errors does not become overly cumbersome or lengthy, and thereby less effective. This is only one example of the type of changes which is likely for the future of the B/C and IP course task analyses and their related documents (CROs and objectives hierarchies).

Updates to these analysis documents will be made periodically as called for by the contract, and updates should be continued in the same manner following departure of the contractor.

INSTRUCTOR COURSE AND THE B/C COURSE

It is important to recognize the close relationship which must exist between the IP course and the B/C course. Much of the content of the IP course task analysis is determined by the management and design of the basic course and other courses which the instructor will administer. For instance, when a particular medium is selected for delivery of instruction in the B/C course, it may be necessary to update the instructor task analysis to ensure that instructors are familiar with the media equipment, or properly use instructional guides, such as lecture guides, which are designed for use with that medium. This will facilitate the IP's understanding of the media, its effectiveness and contents

which in turn will help the IP keep in touch with how the student is taught. The students entering the F-16 instructor course will all be qualified pilots who have successfully completed the B/C course and have then flown the aircraft for a specified number of hours and will have demonstrated certain minimum levels of proficiency. However some, if not the majority, will have lost the "conscious, cognitive framework" of how to fly the F-16 by the time they enter this course. In other words, they will have reached a degree of proficiency where they no longer methodically think about each step to be performed, each cue to be watched for, or each decision to be made. In order for them to talk a novice B/C course student through a complex maneuver, the new instructor will need to become conscious once again of each step in the maneuver, the precise location of each control, each subtle cue used to verify the correctness of the maneuver, and so forth. If instructors' device session guides for the B course are carefully designed, complete and accurate, the instructional materials needed for the instructor course in order to enable future instructors to require the necessary "cognitive framework" will be minimal. If the instructor guides for the B/C course are less carefully designed, the instructional materials developed for the instructor course will need to carry the brunt of this responsibility. In many areas, there are benefits to be derived from keeping the relationship of the instructor course and B/C course clearly in mind. Always, it will be imperative to consider the impact on the instructor course of major changes in the B/C course and to update the task listing and criterion-referenced objectives in this document as needed.

FORMAT

As in the earlier task listing, numbering is hierarchical, and each IP course number is preceded by "I" (for instructor requirements) to distinguish this task listing from the listing for the B/C course.

Many of the CROs list only a behavior, followed by the abbreviations APSO (as per subordinate objective) or APHO (as per higher objective) for conditions and standards. This represents a hierarchically related series of tasks, all of which require the same set of conditions and standards. The use of these abbreviations allows the user to determine, for any CRO, whether the conditions and standards are unique to that CRO or apply to an interdependent series of CROs.

Attachment I

IP COURSE TASK LIST

INSTRUCTOR PILOT TASK LISTING

16 September 1979

I.0

Perform duties of F-16 instructor

I.1

Perform duties of F-16 academics instructor

I.1.1

Author/revise instruction

I.1.1.1

Author/revise memory level segments

I.1.1.1.1

Author/revise tests for memory level segments

I.1.1.2

Author/revise concept level segments

I.1.1.2.1

Author/revise tests for concept level segments

I.1.1.3

Author/revise rule level segments

I.1.1.3.1

Author/revise tests for rule level segments

I.1.1.4

Author/revise device session guides

I.1.1.4.1

Author/revise student device session guides

I.1.1.4.2

Author/revise instructor device session guides

I.1.1.5

Collect and interpret summative evaluation data for revision of instruction

I.1.2

Conduct daily administrative duties

I.1.2.1

Consult schedule to determine day's activities.

(I.1.2.2)

Review instructional materials and guides to be used for non-interactive device sessions

- I.1.2.3
 - Review instructional materials and notes for lectures and/or discussions
- I.1.3
 - Instruct students
 - I.1.3.1
 - Perform as lecturer
 - I.1.3.2
 - Guide group discussion
 - I.1.3.3
 - Perform as resource for students
 - I.1.3.3.1
 - Answer specific student questions
 - I.1.3.3.2
 - Counsel students with general academic problems
 - I.1.3.3.2
 - Utilize training aids and mockups
 - I.1.3.3.2.1
 - Run videotape player (VTR)
 - I.1.3.3.2.2
 - Run slide projector
 - I.1.3.3.2.3
 - Run audiotape players
 - I.1.3.3.2.4
 - Operate synchronized slide/tape equipment
 - I.1.3.3.3.5
 - Utilize mockups
 - (I.1.3.4)
 - Conduct non-interactive training device session
 - I.1.4
 - Conduct testing
 - I.1.4.1
 - Conduct group testing
 - I.1.4.2
 - Conduct individual learning center testing
 - I.1.5
 - Conduct student progress monitoring

- I.1.5.1
 - Detect and analyze student progress problems
- I.1.5.2
 - Conduct progress remediation interview
- I.1.5.3
 - Monitor student progress against remedial goals
- I.2
 - Perform duties of F-16 flight instructor
- I.2.1
 - Conduct non-interactive training device session
- I.2.1.1
 - Prepare for non-interactive training device session or evaluation activity in non-interactive device
- I.2.1.2
 - Conduct briefing for non-interactive training device session
- I.2.1.3
 - Evaluate student knowledge prior to non-interactive training device session
- I.2.1.4
 - Administer instruction during non-interactive training device session
- I.2.1.4.1
 - Operate non-interactive training device
- I.2.1.4.2
 - Clarify and/or demonstrate behaviors during non-interactive training device session
- I.2.1.4.3
 - Direct and monitor student behavior during non-interactive training device session
- I.2.1.4.3.1
 - Record assessment of student behavior on grade sheet during or just after a non-interactive training device session
- I.2.1.4.4
 - Give appropriate feedback/instructor response for student responses during non-interactive training device session
- I.2.1.5
 - Conduct debrief for non-interactive training device session
- I.2.1.6
 - Perform documentation following non-interactive training device session

I.2.1.6.2

Record student progress following non-interactive training device session

I.2.1.6.3

Document student performance and problems following non-interactive training device session

I.2.1.7

Prescribe remediation following non-interactive training device session

I.2.2

Conduct interactive training device session

I.2.2.1

Prepare for interactive training device session

(I.2.2.2)

Conduct briefing for interactive training device session

I.2.2.3

Evaluate student knowledge prior to interactive training device session and review weak areas

I.2.2.4

Set up interactive training device for session, including programming changes/revisions to "canned" program

I.2.2.5

Present instruction during interactive training device session

I.2.2.5.1

Operate interactive training device from instructor controls

I.2.2.5.2

Monitor student behavior during interactive training device session

I.2.2.5.3

Record student performance data on grade sheet during or just after interactive training device session

I.2.2.5.4

Give appropriate feedback/instructor response to student responses during interactive training device session

I.2.2.6

Conduct debrief after interactive training device session

I.2.2.6.1

Analyze mission results following interactive training device session

I.2.2.7

Perform documentation following interactive training device session

(I.2.2.7.1)

Complete grade sheet following interactive training device session and recommend proficiency advancement, remediation or normal progress

(I.2.2.7.2)

Record student progress following interactive training device session

I.2.2.8

Prescribe student remediation following interactive training device session

I.2.3

Conduct training mission in F-16 aircraft

I.2.3.1

Conduct training mission from the rear seat of F-16B

I.2.3.1.1

Plan schedule for training mission in F-16B

I.2.3.1.2

Conduct briefing prior to F-16B training mission

I.2.3.1.3

Evaluate student knowledge and review weak areas during briefing for F-16B training session

I.2.3.1.4

Perform actions and provide commentary for student from rear seat of F-16B during training mission

I.2.3.1.4.1

Demonstrate pretakeoff procedures from rear seat of F-16B

I.2.3.1.4.1.1

Perform pretakeoff procedures from rear seat of F-16B

I.2.3.1.4.1.2

Provide commentary on preflight procedures for student from rear seat of F-16B

I.2.3.1.4.2

Demonstrate taxi from rear seat of F-16B

I.2.3.1.4.2.1

Perform taxi from rear seat of F-16B

I.2.3.1.4.2.2

Provide commentary on taxi for student from rear seat of F-16B

I.2.3.1.4.3

Demonstrate takeoff from rear seat of F-16B

I.2.3.1.4.3.1

Demonstrate single ship takeoff from rear seat of F-16B

I.2.3.1.4.3.1.1

Perform single ship takeoff from rear seat of F-16B

I.2.3.1.4.3.1.2

Provide commentary on single ship takeoff for student from rear seat of F-16B

I.2.3.1.4.3.2

Demonstrate formation takeoff as wingman from rear seat of F-16B

I.2.3.1.4.3.2.1

Perform formation takeoff as wingman from rear seat of F-16B

I.2.3.1.4.3.2.2

Provide commentary on formation takeoff as wingman for student from rear seat of F-16B

I.2.3.1.4.4

Demonstrate instrument departure from rear seat of F-16B

I.2.3.1.4.4.1

Perform instrument (normal) departure from rear seat of F-16B

I.2.3.1.4.4.2

Provide commentary on instrument departure for student from rear seat of F-16B

I.2.3.1.4.5

Demonstrate enroute (navigation) procedure from rear seat of F-16B

I.2.3.1.4.6

Demonstrate air-to-air refueling from rear seat of F-16B

I.2.3.1.4.6.1

Demonstrate normal daytime air-to-air refueling from rear seat of F-16B

I.2.3.1.4.6.1.1

Perform normal daytime air-to-air refueling from rear seat of F-16B

I.2.3.1.4.6.1.2

Provide commentary on daytime air-to-air refueling for student from rear seat of F-16B

I.2.3.1.4.6.2

Demonstrate normal nighttime air-to-air refueling from rear seat of F-16B

I.2.3.1.4.6.2.1

Perform normal nighttime air-to-air refueling from rear seat of F-16B

I.2.3.1.4.6.2.2

Provide commentary on nighttime air-to-air refueling for student from rear seat of F-16B

I.2.3.1.4.7

Demonstrate combat techniques from rear seat of F-16B

I.2.3.1.4.7.1

Demonstrate air-to-air combat techniques from rear seat of F-16B

I.2.3.1.4.7.1.1

Perform air-to-air combat techniques from rear seat of F-16B

I.2.3.1.4.7.1.2

Provide commentary on air-to-air combat techniques for student from rear seat of F-16B

I.2.3.1.4.7.2

Demonstrate air-to-surface delivery patterns from rear seat of F-16B

I.2.3.1.4.7.2.1

Demonstrate air-to-surface delivery patterns for conventional weapons use from rear seat of F-16B

I.2.3.1.4.7.2.1.1

Perform air-to-surface delivery patterns for conventional weapons use from rear seat of F-16B

I.2.3.1.4.7.2.1.2

Provide commentary on air-to-surface delivery patterns for conventional weapons use for student from rear seat of F-16B

I.2.3.1.4.7.2.2

Demonstrate air-to-surface delivery patterns for nuclear weapons use from rear seat of F-16B

I.2.3.1.4.7.2.2.1

Perform air-to-surface delivery patterns for nuclear weapons use from rear seat of F-16B

I.2.3.1.4.7.2.2.2

Provide commentary on air-to-surface delivery patterns for nuclear weapons use for student from rear seat of F-16B

I.2.3.1.4.8

Demonstrate recovery/approach from rear seat of F-16B

I.2.3.1.4.8.1

Demonstrate ILS approach from rear seat of F-16B (single ship)

I.2.3.1.4.8.1.1

Perform ILS approach from rear seat of F-16B (single ship)

I.2.3.1.4.8.1.2

Provide commentary on ILS approach for student from rear seat of F-16B (single ship)

I.2.3.1.4.8.2

Demonstrate formation ILS approach from rear seat of F-16B

- I.2.3.1.4.8.2.1
Perform formation ILS approach from rear seat of F-16B
- I.2.3.1.4.8.2.2
Provide commentary on formation ILS approach for student from rear seat of F-16B
- I.2.3.1.4.8.3
Demonstrate overhead traffic pattern from rear seat of F-16B
- I.2.3.1.4.8.2.1
Perform overhead traffic pattern from rear seat of F-16B
- I.2.3.1.4.8.2.2
Provide commentary on overhead traffic pattern from rear seat of F-16B
- I.2.3.1.4.8.4
Demonstrate straight-in approach from rear seat of F-16B
- I.2.3.1.4.8.4.1
Perform straight-in approach from rear seat of F-16B
- I.2.3.1.4.8.4.2
Provide commentary for student on straight-in approach from rear seat of F-16B
- I.2.3.1.4.9
Demonstrate landing from rear seat of F-16B
- I.2.3.1.4.9.1
Demonstrate straight-in landing from rear seat of F-16B
- I.2.3.1.4.9.1.1
Perform straight-in landing from rear seat of F-16B
- I.2.3.1.4.9.1.2
Provide commentary on straight-in landing for student from rear seat of F-16B
- I.2.3.1.4.9.2
Demonstrate formation landing in wing position from rear sea
- I.2.3.1.4.9.2.1
Perform formation landing in wing position from rear seat of F-16B
- I.2.3.1.4.9.2.2
Provide commentary on formation landing in wing position for student from rear seat of F-16B
- I.2.3.1.4.9.3
Demonstrate normal landing from rear seat of F-16B

- I.2.3.1.4.9.3.1
Perform normal landing from rear seat of F-16B (from overhead-pattern)
- I.2.3.1.4.9.3.2
Provide commentary on normal procedure during landing for student from rear seat of F-16B
- I.2.3.1.4.10
Demonstrate postflight procedures from rear seat of F-16B
- I.2.3.1.4.10.1
Perform postflight procedures from rear seat of F-16B
- I.2.3.1.4.10.2
Provide commentary on postflight procedures from rear seat of F-16B
- I.2.3.1.4.11
Perform emergency procedures from rear seat of F-16B (all simulator exercises in B course)
- I.2.3.1.4.11.1
Perform emergency ground egress procedure from rear seat of F-16B
- I.2.3.1.4.11.2
Perform canopy jettison and ejection from rear seat of F-16B
- I.2.3.1.5
Coach student behavior during F-16B training mission (talking through a maneuver, etc.)
- I.2.3.1.5.1
Monitor student behavior during F-16B training mission (less talking, only interrupting when necessary)
- I.2.3.1.5.2
Note student performance on maneuvers and tactics during F-16B training mission, or chase mission
- I.2.3.1.5.3
Give appropriate feedback for student maneuvers and tactics in F-16B
- I.2.3.1.5.4
Revise mission schedule during F-16 training mission following student error
- I.2.3.1.6
Assume control during emergency or degraded condition during F-16B training mission
- I.2.3.1.7
Conduct debrief following F-16B training mission
- I.2.3.1.7.1
Analyze mission results following F-16B training mission

- I.2.3.1.7.1.1
Analyze VTR playback following F-16B training mission
- I.2.3.1.7.1.2
Analyze Air Combat Maneuvering Instrumentation (ACMI) playback for evaluation of performance of student following F-16B training mission
- I.2.3.1.7.1.3
Analyze gun-camera film taken during F-16B training mission
- I.2.3.1.7.2
Review student performance (problem areas) with student following F-16B training mission
- I.2.3.1.8
Perform documentation following F-16B training mission
- I.2.3.1.8.1
Complete grade sheet and recommend proficiency advancement, remediation or normal progress following F-16B training mission
- I.2.3.1.8.2
Record student progress following F-16B training mission
- I.2.3.1.8.3
Provide written comments on student performance and problems encountered following F-16B training mission
- I.2.3.2
Conduct training mission from chase aircraft
- I.2.3.2.1
Conduct briefing prior to training mission conducted from chase aircraft
- I.2.3.2.2
Perform chase plane positioning while coaching or monitoring student performance
- I.2.3.2.2.1
Perform takeoff in chase position while coaching student performance
- I.2.3.2.2.2
Perform in flight procedures in chase position while monitoring or coaching student performance
- I.2.3.2.2.2.1
Perform surface attack patterns in chase position box patterns, strafe patterns, radar patterns, pop-up patterns while coaching
- I.2.3.2.2.2.2
Perform instrument maneuvers in chase position while coaching student performance

I.2.3.2.2.2.3

Perform aircraft handling maneuvers in chase position while coaching

I.2.3.2.2.2.4

Perform low level maneuvers in chase position

I.2.3.2.2.3

Perform recovery/approach in chase position (normal overhead pattern and straight-in) while coaching student performance

I.2.3.2.2.4

Perform landing in chase position

I.2.3.2.3

Coach student performance while flying chase

I.2.3.2.3.1

Coach student performance while flying chase

I.2.3.2.3.2

Monitor student performance while flying chase

I.2.3.2.3.3

Note student performance on critical maneuvers and tactics while flying chase

I.2.3.2.3.4

Give appropriate feedback for student performance while flying chase

I.2.3.2.3.5

Revise mission schedule following student error while flying chase

I.2.3.2.4

Conduct debrief following training mission in which chase has been flown

(I.2.3.2.4.1)

Analyze mission results following training mission in which chase has been flown

(I.2.3.2.4.1.1)

Analyze VTR playback

(I.2.3.2.4.1.2)

Analyze ACMI playback for evaluation of student performance

I.2.3.2.4.2

Review problem areas with student

I.2.3.2.5

Perform documentation following training mission in which chase has been flown

(I.2.3.2.5.1)

Complete grade sheet following training mission in which chase has been flown

I.2.3.2.5.2

Record student progress following training mission in which chase has been flown

I.2.3.2.6

Prescribe remediation following training mission in which chase has been flown

I.2.3.3

Perform group training mission

I.2.3.3.1

Prepare for group training mission

(I.2.3.3.1.1)

Review student records for general problem areas prior to group training mission

I.2.3.3.1.2

Prepare in detail tactics to be briefed for group training mission

I.2.3.3.2

Conduct briefing as lead instructor pilot prior to group training mission

I.2.3.3.2.1

Present mission scenario for group training mission

I.2.3.3.2.2

Present tactics to be covered on group training mission

I.2.3.3.2.3

Evaluate student knowledge and review weak areas during group student briefing prior to group training mission

I.2.3.3.3

Demonstrate proper lead instructor pilot positioning and communication during group training mission

I.2.3.3.3.1

Perform takeoff as lead plane during group training mission while monitoring other aircraft

I.2.3.3.3.2

Perform departure as lead aircraft during group training mission

I.2.3.3.3.3

Perform enroute phase as lead plane during group training mission

I.2.3.3.3.4

Perform combat maneuvers as lead plane during group training mission

I.2.3.3.3.4.1

Perform offensive air combat as instructor in F-16B during group training mission

I.2.3.3.3.4.1.1

Direct setups

I.2.3.3.3.4.1.2

Maneuver in adversary role

I.2.3.3.3.4.1.3

Direct disengage

I.2.3.3.3.4.2

Perform defensive air combat as instructor in F-16B during group training mission

I.2.3.3.3.4.2.1

Direct set ups

I.2.3.3.3.4.2.2

Maneuver in adversary role

I.2.3.3.3.4.2.3

Direct disengage

I.2.3.3.3.5

Perform recovery approach as instructor in F-16B during group training mission

I.2.3.3.3.6

Perform landing as instructor in F-16B during group training mission

I.2.3.3.4

Conduct debrief following group training mission

I.2.3.3.5

Perform documentation following group training mission

Attachment II

IP COURSE CROs

TASK NO.: I.O

BEHAVIOR:

Perform duties of F-16 instructor

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.1

BEHAVIOR:

Perform duties of F-16 academics instructor

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.1.1

BEHAVIOR:

Author/revise instruction

CONDITION:

STANDARD:

TASK NO.: I.1.1.1

BEHAVIOR:

Author/revise memory level segments

CONDITION:

STANDARD:

TASK NO.: I.1.1.1.1

BEHAVIOR:

Author/revise tests for memory level segments

CONDITION:

STANDARD:

TASK NO.: I.1.1.2

BEHAVIOR:

Author/revise concept level segments

CONDITION:

STANDARD:

TASK NO.: I.1.1.2.1

BEHAVIOR:

Author/revise tests for concept level segments

CONDITION:

STANDARD:

TASK NO.: I.1.1.3

BEHAVIOR:

Author/revise rule level segments

CONDITION:

STANDARD:

TASK NO.: I.1.1.3.1

BEHAVIOR:

Author/revise tests for rule level segments

CONDITION:

STANDARD:

TASK NO.: I.1.1.4

BEHAVIOR:

Author/revise device session guides

CONDITION:

STANDARD:

TASK NO.: I.1.1.4.1

BEHAVIOR:

Author/revise student device session guides

CONDITION:

STANDARD:

TASK NO.: I.1.1.4.2

BEHAVIOR:

Author/revise instructor device session guides

CONDITION:

STANDARD:

TASK NO.: I.1.1.5

BEHAVIOR:

Collect and interpret summative evaluation data for revision of instruction

CONDITION:

Given:

- (1) Access to all tests, scores, item analyses and other records relating to student performance.

STANDARD:

- (1) Gathers pertinent data.
- (2) Correctly analyzes and interprets data.
- (3) Identifies appropriate revision to instructional materials.

TASK NO.: I.1.2

BEHAVIOR:

Conduct daily administrative duties

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.1.2.1

BEHAVIOR:

Consult schedule to determine day's activities.

CONDITION:

Given:

- (1) A master course schedule/monthly schedule
- (2) A date
- (3) Any notices of changes in schedule
- (4) Name of an instructor

STANDARD:

All scheduled responsibilities of the given instructor are identified for the given date

TASK NO.: (I.1.2.2)

BEHAVIOR:

Review instructional materials and guides to be used for non-interactive device sessions

CONDITION:

Given:

- (1) Access to all printed materials, training aids, audio-visuals and guidelines for conducting device sessions and training sessions
- (2) Access to student records

STANDARD:

(See subordinate objective. These standards are inferred from performance in conducting device sessions and training missions.)

TASK NO.: I.1.2.3

BEHAVIOR:

Review instructional materials and notes for lectures and/or discussions

CONDITION:

Given:

- (1) Access to all printed materials, training aids, audio-visuals and guidelines for lectures and/or discussions
- (2) IP present to act as evaluator

STANDARD:

- These are inferred from performance as lecturer/discussion leader--See I.1.3.1, Standards 3 and 4

TASK NO.: I.1.3

BEHAVIOR:

Instruct students

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.1.3.1

BEHAVIOR:

Perform as lecturer

CONDITION:

Given:

- (1) A previously prepared lecture guide, any necessary training aids, mockups and/or audiovisual equipment
- (2) Adequate time to familiarize oneself with the lecture notes and other aids required
- (3) A group of students
- (4) IP sitting in as evaluator

STANDARD:

Must present lecture in such a way that

- (1) All students can hear adequately
- (2) All students can see visuals or other aids used
- (3) Content is correct, complete, and conforms to the objective(s) being taught
- (5) Control of class is maintained
- (4) Instructional approach used conforms to guidelines presented in lecture guide including (a) appropriate strategies, (b) use of training aids, and (c) involvement of student

TASK NO.: I.1.3.2

BEHAVIOR:

Guide group discussion

CONDITION:

Given:

- (1) A statement of the purpose or goal of the group discussion
- (2) Access to and adequate time to review materials relating to the content likely to be touched upon
- (3) A group of ten to fifteen students
- (4) IP sitting in as an evaluator

STANDARD:

Must guide discussion in such a way that

- (1) The general discussion conforms to the purpose or goal intended
- (2) Participation and interaction of students are encouraged
- (3) No student unduly criticized or degraded by instructor or by group
- (4) Students are sufficiently probed so that some evaluation of their related knowledge is possible
- (5) Student questions are answered honestly and accurately

TASK NO.: 1.1.3.3

BEHAVIOR:

Perform as resource for students

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.1.3.3.1

BEHAVIOR:

Answer specific student questions

CONDITION:

Given:

- (1) A group of not more than 10 students with questions on a specific topic with which you are familiar
- (2) Access to necessary reference materials
- (3) IP available as necessary

STANDARD:

Must answer the questions

- (1) Honestly, completely and accurately
- (2) Interact with students so as to ensure that students understand responses given
- (3) Be supportive and non-threatening

TASK NO.: I.1.3.3.2

BEHAVIOR:

Counsel students with general academic problems

CONDITION:

Given:

- (1) A student with an academic problem
- (2) Access to the student's records
- (3) The master course syllabus
- (4) IP available as necessary

STANDARD:

- (1) Correctly identify the student's problem
- (2) Prescribe appropriate remediation
- (3) Be supportive and non-threatening

TASK NO.: I.1.3.3.2

BEHAVIOR:

Utilize training aids and mockups

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.1.3.3.2.1

BEHAVIOR:

Run videotape player (VTR)

CONDITION:

Given:

- (1) A VTR manual
- (2) A VTR in normal operating condition
- (3) A videotape

STANDARD:

VTR and videotape must be set-up, run, and returned to normal operating condition such that

- (1) The audio can be clearly understood
- (2) The visual can be clearly seen
- (3) No damage occurs to the videotape or VTR

(Specific standards should come from operations manual)

TASK NO.: I.1.3.3.2.2

BEHAVIOR:

Run slide projector

CONDITION:

Given:

- (1) A slide projector in normal operating condition
- (2) Slide tray
- (3) Slides
- (4) Screen
- (5) Projection table

STANDARD:

The equipment and slides must be set up, run and returned to normal operating condition such that

- (1) All slides could be clearly seen
- (2) No damage occurs to the equipment or slides
- (3) Forward, backward and other useful features of equipment properly used

TASK NO.: I.1.3.3.2.3

BEHAVIOR:

Run audiotape players

CONDITION:

Given:

- (1) Audiotape player (ATP) in normal operating condition
- (2) Audiotape

STANDARD:

The player and tape must be set-up, run and returned to normal operating condition such that

- (1) The audio can be clearly heard
- (2) No damage occurs to the equipment or tape
- (3) Fast forward, rewind and other useful features of equipment properly used

TASK NO.: I.1.3.3.2.4

BEHAVIOR:

Operate synchronized slide/tape equipment

CONDITION:

Given:

- (1) Slide projector
- (2) Slide tray and slides
- (3) Screen
- (4) Projection table
- (5) Audiotape player
- (6) Audiotape
- (7) Cables to connect projector and ATP

STANDARD:

The equipment must be set-up, run and returned to normal operating condition such that

- (1) The visuals can be clearly seen
- (2) The audio can be clearly heard
- (3) The audio and visual portions are properly synchronized
- (4) No damage occurs to the equipment
- (5) Typical problems, such as out-of-sync, corrected in appropriate fashion

TASK NO.: I.1.3.3.3.5

BEHAVIOR:

Utilize mockups

CONDITION:

Given:

- (1) Mockups
- (2) Operating instructions for each mockup

STANDARD:

- Must set-up and return to normal operating condition such that
- (1) All critical features can be seen and/or touched
 - (2) No damage occurs to the mock-up

TASK NO.: (I.1.3.4)

BEHAVIOR:

Conduct non-interactive training device session

CONDITION:

STANDARD:

TASK NO.: I.1.4

BEHAVIOR:

Conduct testing

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.1.4.1

BEHAVIOR:

Conduct group testing

CONDITION:

Given:

- (1) Appropriate test forms
- (2) Written instructions to be used in administering the tests to students
- (3) A scoring key
- (4) Student records
- (5) A group of students
- (6) IP acting as evaluator

STANDARD:

Test must be conducted such that:

- (1) Administration of the test conforms to the written instructions
- (2) Classroom environment is quiet and orderly during test
- (3) Tests are accurately scored
- (4) Student records are correctly updated
- (5) Helpful feedback is given: i.e., feedback points out areas of weakness, suggests appropriate remediation--is non-threatening, not degrading

TASK NO.: I.1.4.2

BEHAVIOR:

Conduct individual learning center testing

CONDITION:

Given:

- (1) Appropriate test forms or test guide if a verbal quiz is used
- (2) Written instructions to be used in administering the test to a student
- (3) Scoring key
- (4) Student's records
- (5) One student

STANDARD:

Test must be conducted such that

- (1) Administration of the test conforms to the written instructions
- (2) Tests are accurately scored
- (3) Helpful feedback is provided to the student: (a) points out areas of weakness, (b) suggests appropriate remediation, and (c) is non-threatening, not degrading
- (4) Student records are correctly updated: (a) gradeslips and (b) student progress profile

TASK NO.: I.1.5.1

BEHAVIOR:

Detect and analyze student progress problems

CONDITION:

Given:

- (1) Master course schedule (MCS)
- (2) Gradeslips and/or test scores
- (3) Student progress report
- (4) IP acting as evaluator

STANDARD:

- (1) Students with progress problems are correctly identified
- (2) specific area(s) of difficulty are correctly identified for each student
- (3) Student records are reviewed regularly

TASK NO.: I.1.5.2

BEHAVIOR:

Conduct progress remediation interview

CONDITION:

Given:

- (1) Master course syllabus (MCS)
- (2) Course materials
- (3) Test results and/or gradeslips
- (4) Student progress report
- (5) Results of analysis of student progress checks
- (6) IP acting as evaluator
- (7) Student

STANDARD:

- (1) Student understands problem
- (2) Remediation suggested is appropriate and timely
- (3) UIP is supportive, non-threatening

TASK NO.: I.1.5.3

BEHAVIOR:

Monitor student progress against remedial goals

CONDITION:

Given:

- (1) Remediation schedule
- (2) Remediation progress record
- (3) IP acting as evaluator

STANDARD:

- (1) Students failing to satisfactorily meet remediation goals are identified
- (2) Appropriate action is taken

TASK NO.: I.2

BEHAVIOR:

Perform duties of F-16 flight instructor

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.1

BEHAVIOR:

Conduct non-interactive training device session

CONDITION:

Given:

- (1) Actual students with IP evaluating or an IP acting as a naive student
- (2) An operational non-interactive training device (i.e., cockpit familiarization trainer, mockup, or "paper tiger")
- (3) A device session guide
- (4) Any other equipment or materials listed in guide

STANDARD:

- (1) APSO

TASK NO.: I.2.1.1

BEHAVIOR:

Prepare for non-interactive training device session or evaluation activity
in non-interactive device

CONDITION:

Given:

- (1) Access to all printed materials, training aids, audio-visuals and
guidelines for conducting device sessions and training sessions
- (2) Access to student records

STANDARD:

(See subordinate objectives. These standards are inferred from performance
in conducting device sessions and training missions)

TASK NO.: I.2.1.2

BEHAVIOR:

Conduct briefing for non-interactive training device session

CONDITION:

Given:

- (1) Group of students with IP sitting in as evaluator or IP(s) acting as a naive student or students
- (2) A non-interactive device in operating condition
- (3) A device session guide including objectives
- (4) Any other necessary materials listed in the device session guide
- (5) A specified time limitation
- (6) Problem parameters selected

STANDARD:

- (1) Briefing conforms to objective(s) to be learned and guidelines presented in device session guide
- (2) Briefing is completed within time limits specified
- (3) Students are encouraged to ask questions
- (4) Students are informed of behaviors and criteria on which performance will be evaluated
- (5) Students are informed of behaviors on which they will NOT be evaluated

TASK NO.: I.2.1.3

BEHAVIOR:

Evaluate student knowledge prior to non-interactive training device session

CONDITION:

Given:

- (1) An actual student with IP sitting in as evaluator or IP acting as a naive student
- (2) An operational non-interactive device
- (3) A device session guide
- (4) Any job aids available for evaluating student knowledge
- (5) Access to student records

STANDARD:

- (1) Evaluation activity conforms to the objective(s) and guidelines presented in the device session guide/mission goals
- (2) Student(s) readiness is correctly evaluated
- (3) Action taken as result of evaluation is appropriate

TASK NO.: I.2.1.4

BEHAVIOR:

Administer instruction during non-interactive training device session

CONDITION:

APSO

STANDARD:

APSO and must smoothly coordinate all activities

TASK NO.: I.2.1.4.1

BEHAVIOR:

Operate non-interactive training device

CONDITION:

Given:

- (1) An operational non-interactive device
- (2) An operator's manual
- (3) A set of given procedures, etc. to be performed
- (4) A student or IP acting as student

STANDARD:

- (1) According to the operations manual
- (2) Without harming the device
- (3) Without endangering personnel
- (4) Within reasonable time limits

TASK NO.: I.2.1.4.2

BEHAVIOR:

Clarify and/or demonstrate behaviors during non-interactive training device session

CONDITION:

Given:

- (1) IP acting as a naive student; or actual student with IP evaluating UIP
- (2) An operational non-interactive device
- (3) A device session guide
- (4) Any other equipment or materials listed in guide
- (5) VTR if available for recording demonstration

STANDARD:

- (1) Content and demonstration(s) presented conform to objective(s) being taught
- (2) Clarification or demonstration conform in detail, relevancy and content specified in device session guide and problem parameters
- (3) Students can see and hear adequately
- (4) Students are encouraged to ask questions
- (5) Need for clarification/demonstration properly identified

TASK NO.: I.2.1.4.3

BEHAVIOR:

Direct and monitor student behavior during non-interactive training device session

CONDITION:

Given:

- (1) IP acting as a student performing a specific exercise in a non-interactive device or actual student with IP supervising exercise conducted by UIP
- (2) A device session guide for the exercise to be performed
- (3) A gradeslip or other job aid monitoring student behavior

STANDARD:

- (1) Student behaviors requested conform to objectives being taught (level of complexity, etc.)
- (2) Correct and incorrect responses by students are accurately detected and recorded on grade sheet
- (3) No damage occurs to equipment
- (4) No danger to any person involved
- (5) Appropriate prompts given--i.e., detail, relevancy and content conform to guidelines in device session guides and student's ability

TASK NO.: I.2.1.4.3.1

BEHAVIOR:

Record assessment of student behavior on grade sheet during or just after a non-interactive training device session

CONDITION:

Given:

- (1) Responses made by a naive student (or IP acting as naive student) during a device session
- (2) The device session guide (dsg)
- (3) A grade sheet

STANDARD:

- (1) Critical behaviors which are evaluated conform to device session guide guidelines
- (2) Correct/incorrect responses recalled and/or detected 100% of time
- (3) Responses accurately scored 95% of time
- (4) Grade sheet correctly filled out

TASK NO.: I.2.1.4.4

BEHAVIOR:

Give appropriate feedback/instructor response for student responses during non-interactive training device session

CONDITION:

Given:

- (1) IP acting as a naive student performing in a non-interactive device or actual student with IP supervising as UIP conducts session
- (2) A device session guide
- (3) A grade sheet or other job aid for monitoring student behavior

STANDARD:

- (1) Feedback is given promptly after response
- (2) Positive feedback is suitably rewarding to the student--builds confidence
- (3) Negative feedback is diagnostic, not degrading
- (4) Conforms to guidelines in device session guide as to frequency, etc.
- (5) Negative feedback is followed by suitable instructor action to correct student performance

TASK NO.: I.2.1.5

BEHAVIOR:

Conduct debrief for non-interactive training device session

CONDITION:

Given:

- (1) A completed device session
- (2) A device session guide (dsg)
- (3) A partially completed grade sheet
- (4) A student (or IP acting as student)
- (5) A reasonable time limitation

STANDARD:

- (1) All errors made by student are discussed .
- (2) Student strengths are commented on
- (3) Student is encouraged to ask questions
- (4) Student questions are answered honestly, accurately and completely
- (5) Debrief conforms to objective(s) being taught and other guidelines prescribed in device session guide as to emphasis, general format
- (6) Is completed within time limitation

TASK NO.: I.2.1.6

BEHAVIOR:

Perform documentation following non-interactive training device session

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.1.6.2

BEHAVIOR:

Record student progress following non-interactive training device session

CONDITION:

Given:

- (1) Completed student gradeslip on non-interactive training device session
- (2) A student progress record

STANDARD:

- (1) Student progress accurately recorded
- (2) Student progress record correctly updated (appropriate symbols, codes, etc., used)

TASK NO.: I.2.1.6.3

BEHAVIOR:

Document student performance and problems following non-interactive training device session

CONDITION:

Given:

- (1) Problems encountered during non-interactive training device session
- (2) Records and forms required

STANDARD:

- (1) Correct forms selected for given problem
- (2) Forms correctly filled in
- (3) All problems accurately documented in sufficient detail to be useful
- (4) Remediation prescribed documented

TASK NO.: I.2.1.7

BEHAVIOR:

Prescribe remediation following non-interactive training device session

CONDITION:

Given:

- (1) Results of a non-interactive training device session including completed grade sheet and student progress record
- (2) Master course syllabus
- (3) Student

STANDARD:

- (1) Remediation prescribed is appropriate to objectives student failed
- (2) Amount of remediation is appropriate

TASK NO.: I.2.2

BEHAVIOR:

Conduct interactive training device session

CONDITION:

Given:

- (1) An actual student while IP supervises
- (2) An operational interactive training device
- (3) A device session guide
- (4) Any other equipment or materials listed in guide

STANDARD:

APSO

TASK NO.: I.2.2.1

BEHAVIOR:

Prepare for interactive training device session

CONDITION:

Given:

- (1) Access to all printed materials, training aids, audio-visuals and guidelines for conducting device sessions and
- (2) Access to student records

STANDARD:

(See subordinate objective these standards are inferred from performance in conducting device sessions and training missions)

TASK NO.: (I.2.2.2)

BEHAVIOR:

Conduct briefing for interactive training device session

CONDITION:

Given:

- (1) IPs acting as a naive student or students
- (2) An interactive device in operating condition
- (3) A device session guide including objectives
- (4) Any other necessary materials listed in the device session guide
- (5) A specified time limitation
- (6) Problem parameters selected

STANDARD:

- (1) Briefing conforms to objective(s) to be learned and guidelines presented in device session guide
- (2) Briefing is completed within time limits specified
- (3) Students are encouraged to ask questions
- (4) Students are informed of behaviors and criteria on which performance will be evaluated
- (5) Students are informed of behaviors on which they will NOT be evaluated

TASK NO.: I.2.2.3

BEHAVIOR:

Evaluate student knowledge prior to interactive training device session and review weak areas

CONDITION:

Given:

- (1) An actual student with IP sitting in as evaluator or an operational interactive device
- (2) A device session guide
- (3) Any job aids available for evaluating student knowledge
- (4) Access to student records

STANDARD:

- (1) Evaluation activity conforms to the objective(s) and guidelines presented in the device session guide/mission goals
- (2) Student(s) readiness is correctly evaluated
- (3) Action taken as result of evaluation is appropriate

TASK NO.: I.2.2.4

BEHAVIOR:

Set up interactive training device for session, including programming changes/revisions to "canned" program

CONDITION:

Given:

- (1) Device session guide or other list of procedures, maneuvers, etc. to be performed
- (2) The problem parameters selected
- (3) An operational training device
- (4) An operations manual
- (5) Access to specified control program medium (e.g., floppy disk, cassetts, PROM)

STANDARD:

- (1) Steps performed in correct order according to operations manual
- (2) Device operates correctly
- (3) No damage to equipment
- (4) No danger to personnel
- (5) Within reasonable time limit

TASK NO.: I.2.2.5

BEHAVIOR:

Present instruction during interactive training device session

CONDITION:

Given:

- (1) IP acting as a naive student in an interactive training device or actual student with IP observing
- (2) An operational device appropriately set-up
- (3) Device session guide
- (4) Operation manual for device
- (5) Other materials or equipment listed in device session guide or as needed (pencils, pen, etc.)

STANDARD:

APSO and proper coordination of these activities

TASK NO.: I.2.2.5.1

BEHAVIOR:

Operate interactive training device from instructor controls

CONDITION:

Given:

- (1) An operational training device appropriately set-up
- (2) An operations manual
- (3) A device session guide (dsg)
- (4) An IP acting as a naive student using the device
- (5) A specific guide to program being used

STANDARD:

- (1) Responses given within specified time window each and every time required
- (2) Accurate responses given
- (3) No damage to equipment
- (4) No danger to personnel

TASK NO.: I.2.2.5.2

BEHAVIOR:

Monitor student behavior during interactive training device session

CONDITION:

Given:

- (1) An IP acting as a naive student performing a specific exercise in an interactive device or actual student while IP observes
- (2) A device session guide for the exercise being performed
- (3) A gradeslip or other job aid for monitoring student performance

STANDARD:

- (1) Correct and incorrect student responses are accurately detected and recorded on grade sheet
- (2) No damage occurs to equipment
- (3) No danger to any personnel
- (4) Appropriate feedback given
- (5) Appropriate prompts given, i.e., detail, relevancy and content conforms to device session guide, student needs and problem parameters selected
- (6) Accurate recording of student performance data

TASK NO.: I.2.2.5.3

BEHAVIOR:

Record student performance data on grade sheet during or just after interactive training device session

CONDITION:

Given:

- (1) Responses made by a naive student (or IP acting as naive student) during a device session
- (2) The device session guide (dsg)
- (3) A grade sheet

STANDARD:

- (1) Critical behaviors which are evaluated conform to device session guide guidelines
- (2) Correct/incorrect responses recalled and/or detected 100% of time
- (3) Responses accurately scored 95% of time
- (4) Grade sheet correctly filled out

TASK NO.: I.2.2.5.4

BEHAVIOR:

Give appropriate feedback/instructor response to student responses during interactive training device session

CONDITION:

Given:

- (1) IP acting as a student performing a specific exercise in a non-interactive device or actual student with IP observing
- (2) A device session guide for the performed exercise
- (3) A gradeslip or other job aid for monitoring student behavior

STANDARD:

- (1) Feedback is given promptly after response
- (2) Positive feedback is suitably rewarding to the student--builds confidence
- (3) Negative feedback is diagnostic, not degrading
- (4) Conforms to guidelines in device session guide as to frequency, etc.
- (5) Negative feedback is followed by suitable instructor action to correct student performance

TASK NO.: I.2.2.5.4 CONTINUED

BEHAVIOR:

Give appropriate feedback/instructor response to student responses during interactive training device session

CONDITION:

STANDARD:

TASK NO.: I.2.2.6

BEHAVIOR:

Conduct debrief after interactive training device session

CONDITION:

Given:

- (1) A completed device session
- (2) A device session guide (dsg)
- (3) A partially completed grade sheet
- (4) A student with IP observing or IP acting as student
- (5) A reasonable time limitation

STANDARD:

- (1) All errors made by student are discussed
- (2) Student strengths are commented on
- (3) Student is encouraged to ask questions
- (4) Student questions are answered honestly, accurately and completely
- (5) Debrief conforms to objective(s) being taught and other guidelines prescribed in device session guide as to emphasis, general format
- (6) Is completed within time limitation

TASK NO.: I.2.2.6.1

BEHAVIOR:

Analyze mission results following interactive training device session

CONDITION:

Given:

- (1) A videotape, printouts, audiotapes or other data collected during an interactive training device session
- (2) A partially completed gradesheet
- (3) Equipment for playback of videotape, audiotape, etc

STANDARD:

- (1) Student performance data correctly interpreted (a) correct responses detected and (b) incorrect responses detected as indicated by completed grade sheet
- (2) Discrepancies with pervious gradesheet notations identified
- (3) Correct diagnostic interpretation of data as to cause of errors, etc
- (4) Equipment used correctly, effectively and efficiently

TASK NO.: I.2.2.7

BEHAVIOR:

Perform documentation following interactive training device session

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: (I.2.2.7.1)

BEHAVIOR:

Complete grade sheet following interactive training device session and recommend proficiency advancement, remediation or normal progress

CONDITION:

Given:

- (1) Device session guide
- (2) Filled in but unscored grade sheet

STANDARD:

All items correctly scored

- Scoring of critical behaviors (same as IP 90% of time)
- Goal analysis (same as IP 90% of time)
- Grade (recommendation) (same as IP 90% of time)
- Comments pertinent and diagnostic noting both superior and below normal performance tasks performance
- Grade sheet correctly filled

TASK NO.: (1.2.2.7.2)

BEHAVIOR:

Record student progress following interactive training device session

CONDITION:

STANDARD:

TASK NO.: I.2.2.8

BEHAVIOR:

Prescribe student remediation following interactive training device session

CONDITION:

Given:

- (1) Results of a non-interactive training device session including completed grade sheet and student progress record
- (2) Master course syllabus
- (3) Student with IP supervising

STANDARD:

- (1) Remediation prescribed is appropriate to objectives student failed
- (2) Amount of remediation is appropriate

TASK NO.: I.2.3

BEHAVIOR:

Conduct training mission in F-16 aircraft

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1

BEHAVIOR:

Conduct training mission from the rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO

AD-A099 960

COURSEWARE INC SAN DIEGO CALIF
TASK LISTINGS AND CRITERION-REFERENCED OBJECTIVES FOR THE INSTR--ETC(U)
MAR 81 H L O'NEAL, L J ROTHSTEIN

F/G 5/9

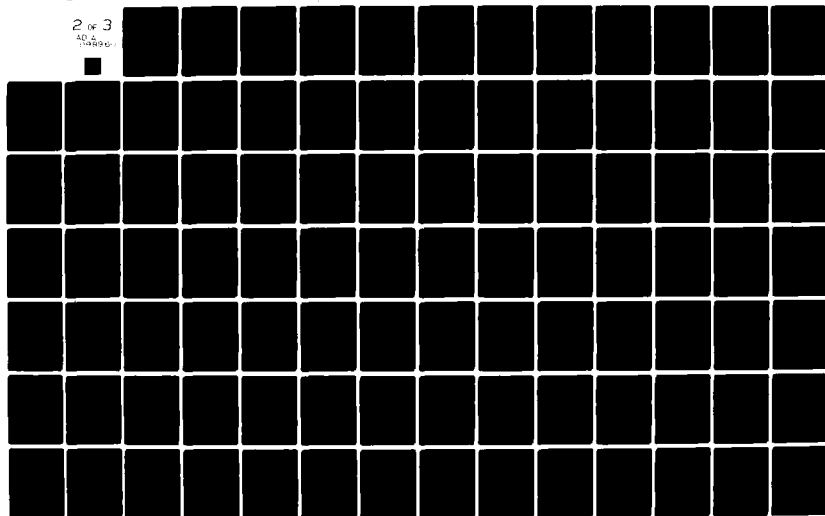
F02604-79-C-8875

NL

UNCLASSIFIED

2 OF 3

AD-A
109990



TASK NO.: I.2.3.1.1

BEHAVIOR:

Plan schedule for training mission in F-16B

CONDITION:

Given

- (1) A device session guide (it is desirable that device session guides include description of rules for combining maneuvers average time required to perform each maneuver, average fuel consumed by each maneuver)
- (2) An actual student progress records
- (3) Syllabus
- (4) Amount of fuel available for flight
- (5) BINGO fuel required

STANDARD:

- (1) Events should occur in a logical order
- (2) If events are combined, they should be reasonable combinations according to rules in device session guide
- (3) Time allotted should be in accord with estimated time required to execute maneuver and number of demonstrations and/or practices student needs
- (4) Estimated fuel to be expended should be under BINGO fuel required

TASK NO.: I.2.3.1.2

BEHAVIOR:

Conduct briefing prior to F-16B training mission

CONDITION:

Given:

- (1) Actual students with IP sitting in as supervisor
- (2) Device session guide and/or briefing guide
- (3) Mission schedule/goals
- (4) A specified time limitation (1 hour)
- (5) Any other normally available materials such as chalkboard, chalk, etc.
- (6) Access to student records
- (7) A VTR for recording the session

STANDARD:

- (1) Briefing conforms to guidelines in device session and briefing guides
- (2) Briefing is completed within time limit specified
- (3) Students are encouraged to ask questions
- (4) Pace and emphasis is appropriate
- (5) Student knowledge is evaluated

TASK NO.: 1.2.3.1.3

BEHAVIOR:

Evaluate student knowledge and review weak areas during briefing for F-16B training session

CONDITION:

Given

- (1) An actual student with IP sitting in as evaluator
- (2) A device session guide
- (3) A briefing guide
- (4) Mission plan/schedule/goals
- (5) Access to student records
- (6) Any job aids for evaluating student knowledge

STANDARD:

- (1) Evaluation is pertinent to mission goals/events
- (2) Evaluation is appropriate in light of student's performance records
(emphasis on student's weak areas)
- (3) Evaluation activity conforms to guidelines in device session guide, if any
- (4) Student's readiness is correctly evaluated
- (5) Action taken as result of evaluation is appropriate

TASK NO.: I.2.3.1.4

BEHAVIOR:

Perform actions and provide commentary for student from rear seat of F-16B
during training mission

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.4.1

BEHAVIOR:

Demonstrate pretakeoff procedures from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate commentary and performance

TASK NO.: I.2.3.1.4.1.1

BEHAVIOR:

Perform pretakeoff procedures from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as evaluator (not as student)
- (3) Student IP (UIP) in rear seat
- (4) . . . see B.1.2 . . .

STANDARD:

Ref. B.1.2

TASK NO.: I.2.3.1.4.1.2

BEHAVIOR:

Provide commentary on preflight procedures for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP in front seat acting as naive student (ask typical student questions, etc.)
- (5) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.2

BEHAVIOR:

Demonstrate taxi from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.1.4.2.1

BEHAVIOR:

Perform taxi from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.2.1.9.1 and B.1.2.1.9.2

STANDARD:

See B.1.2.1.9.1 and B.1.2.1.9.2

TASK NO.: I.2.3.1.4.2.2

BEHAVIOR:

Provide commentary on taxi for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as student in front seat
- (5) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.3

BEHAVIOR:

Demonstrate takeoff from rear seat of F-16D

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.4.3.1

BEHAVIOR:

Demonstrate single ship takeoff from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.1.4.3.1.1

BEHAVIOR:

Perform single ship takeoff from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.3.1.1

STANDARD:

See B.1.3.1.1 and Dash 1

TASK NO.: I.2.3.1.4.3.1.2

BEHAVIOR:

Provide commentary on single ship takeoff for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as student in front seat
- (5) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps/points (altitude, airspeed, attitude) are pointed out
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues (such as visual reference points) are pointed out as they would be perceived by front seat
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with
 - Maximum instructional effectiveness
 - Considering environment conditions
- (6) Timing of commentary is consistent with
 - Maximum instructional effectiveness
 - Considering environmental conditions

TASK NO.: I.2.3.1.4.3.2

BEHAVIOR:

Demonstate formation takeoff as wingman from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.4.3.2.1

BEHAVIOR:

Perform formation takeoff as wingman from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.3.1.2.2

STANDARD:

See B.1.3.1.2.2

TASK NO.: I.2.3.1.4.3.2.2

BEHAVIOR:

Provide commentary on formation takeoff as wingman for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP in front seat acting as student
- (5) An audiotape recorder for recording commentary

STANDARD:

See B.1.3.1.1 and Dash 1

TASK NO.: 1.2.3.1.4.4

BEHAVIOR:

Demonstrate instrument departure from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.3.3.4.1.1

BEHAVIOR:

Direct setups

CONDITION:

APHO

STANDARD:

APHO

TASK NO.: I.2.3.3.3.4.1.2

BEHAVIOR:

Maneuver in adversary role

CONDITION:

APHO

STANDARD:

APHO

TASK NO.: I.2.3.3.3.4.1.3

BEHAVIOR:

Direct disengage

CONDITION:

APHO

STANDARD:

APHO

TASK NO.: I.2.3.3.3.4.2

BEHAVIOR:

Perform defensive air combat as instructor in F-16B during group training mission

CONDITION:

Given:

- (1) UIP as lead pilot in rear seat of F-16B
- (2) IP in front seat of F-16B
- (3) Two to three other aircraft in group

STANDARD:

- (1) Maintains correct and sufficient communications
- (2) Constantly monitors student performance

TASK NO.: I.2.3.3.3.4.2.1

BEHAVIOR:

Direct set ups

CONDITION:

APHO

STANDARD:

APHO

TASK NO.: I.2.3.3.3.4.2.2

BEHAVIOR:

Maneuver in adversary role

CONDITION:

APHO

STANDARD:

APHO

TASK NO.: 1.2.3.3.3.4.2.3

BEHAVIOR:

Direct disengage

CONDITION:

APHO

STANDARD:

APHO

TASK NO.: 1.2.3.3.3.5

BEHAVIOR:

Perform recovery approach as instructor in F-16B during group training mission

CONDITION:

Given:

- (1) UIP as lead pilot in rear seat of F-16B
- (2) IP in front seat of F-16B
- (3) Two to three other aircraft in group

STANDARD:

- (1) Maintains correct and sufficient communications
- (2) Constantly monitors student performance

TASK NO.: I.2.3.3.3.6

BEHAVIOR:

Perform landing as instructor in F-16B during group training mission

CONDITION:

Given:

- (1) UIP as lead pilot in rear seat of F-16B
- (2) IP in front seat of F-16B
- (3) Two to three other aircraft in group

STANDARD:

- (1) Maintains correct and sufficient communications
- (2) Constantly monitors student performance

TASK NO.: I.2.3.3.4

BEHAVIOR:

Conduct debrief following group training mission

CONDITION:

STANDARD:

TASK NO.: I.2.3.3.5

BEHAVIOR:

Perform documentation following group training mission

CONDITION:

STANDARD:

TASK NO.: I.2.3.1.4.4.1

BEHAVIOR:

Perform instrument (normal) departure from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.4.1.1.1

STANDARD:

(See B course)

TASK NO.: I.2.3.1.4.4.2

BEHAVIOR:

Provide commentary on instrument departure for student from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.3.1.1
- (5) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.5

BEHAVIOR:

Demonstrate enroute (navigation) procedure from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.1.4.6

BEHAVIOR:

Demonstrate air-to-air refueling from rear seat of F-16B

CONDITION:

APSO; rear seated in an aloft F-16B with tanker aloft

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.1.4.6.1

BEHAVIOR:

Demonstrate normal daytime air-to-air refueling from rear seat of F-16B

CONDITION:

APSO and APHO

STANDARD:

APSO; must coordinate both performance and commentary

TASK NO.: I.2.3.1.4.6.1.1

BEHAVIOR:

Perform normal daytime air-to-air refueling from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) . . . see B.1.2 . . .

STANDARD:

(See B.1.6, Vol II)

TASK NO.: I.2.3.1.4.6.1.2

BEHAVIOR:

Provide commentary on daytime air-to-air refueling for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as student in front seat
- (5) An audiotape recorder for recording commentary

STANDARD:

See B.1.3.1.1 and Dash 1

TASK NO.: I.2.3.1.4.6.2

BEHAVIOR:

Demonstrate normal nighttime air-to-air refueling from rear seat of F-16B

CONDITION:

APSO; rear seated in an aloft F-16B with tanker aloft

STANDARD:

APSO

TASK NO.: I.2.3.1.4.6.2.1

BEHAVIOR:

Perform normal nighttime air-to-air refueling from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) And B course

STANDARD:

See B.1.3.1.1, Dash 1, and B course

TASK NO.: I.2.3.1.4.6.2.2

BEHAVIOR:

Provide commentary on nighttime air-to-air refueling for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as student in front seat
- (5) An audiotape recorder for recording commentary.

STANDARD:

See B.1.3.1.1 and Dash 1

TASK NO.: I.2.3.1.4.7

BEHAVIOR:

Demonstrate combat techniques from rear seat of F-16B

CONDITION:

APSO and rear seated in F-16 aloft

STANDARD:

APSO and Dash 1

TASK NO.: I.2.3.1.4.7.1

BEHAVIOR:

Demonstrate air-to-air combat techniques from rear seat of F-16B

CONDITION:

APSO

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) And B.1.7.5

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.1.4.7.1.1

BEHAVIOR:

Perform air-to-air combat techniques from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) And B.1.7.5

STANDARD:

See B.1.7.5

TASK NO.: I.2.3.1.4.7.1.2

BEHAVIOR:

Provide commentary on air-to-air combat techniques for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as student in front seat
- (5) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.7.2

BEHAVIOR:

Demonstrate air-to-surface delivery patterns from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.4.7.2.1

BEHAVIOR:

Demonstrate air-to-surface delivery patterns for conventional weapons use
from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance with commentary

TASK NO.: I.2.3.1.4.7.2.1.1

BEHAVIOR:

Perform air-to-surface delivery patterns for conventional weapons use from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.7.6 (Vol III), Dash 1

STANDARD:

See B.1.7.6

TASK NO.: I.2.3.1.4.7.2.1.2

BEHAVIOR:

Provide commentary on air-to-surface delivery patterns for conventional weapons use for student from rear seat of F-16B

CONDITION:

Given:

- (1) Specified, routine air-to-surface delivery pattern for conventional weapons use as perceived from rear seat of F-16B
- (2) Device session guide (dsg)
- (3) An F-16B in normal operating condition
- (4) Appropriate official checklist(s)
- (5) IP acting as student in front seat

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.7.2.2

BEHAVIOR:

Demonstrate air-to-surface delivery patterns for nuclear weapons use from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance with commentary

TASK NO.: I.2.3.1.4.7.2.2.1

BEHAVIOR:

Perform air-to-surface delivery patterns for nuclear weapons use from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.7.6 (Vol III), Dash 1

STANDARD:

See B.1.7.6

TASK NO.: I.2.3.1.4.7.2.2.2

BEHAVIOR:

Provide commentary on air-to-surface delivery patterns for nuclear weapons use for student from rear seat of F-16B

CONDITION:

Given:

- (1) Specified, routine air-to-surface delivery pattern for nuclear weapons use as perceived from rear seat of F-16B
- (2) Device session guide (dsg)
- (3) An F-16B in normal operating condition
- (4) Appropriate official checklist(s)
- (5) IP acting as student in front seat
- (6) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.8

BEHAVIOR:

Demonstrate recovery/approach from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: 1.2.3.1.4.8.1

BEHAVIOR:

Demonstrate ILS approach from rear seat of F-16B (single ship)

CONDITION:

APSO

STANDARD:

APSO, must coordinate performance and commentary

TASK NO.: I.2.3.1.4.8.1.1

BEHAVIOR:

Perform ILS approach from rear seat of F-16B (single ship)

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.8.4.3.2.2

STANDARD:

See B.1.8.4.3.2.2

TASK NO.: I.2.3.1.4.8.1.2

BEHAVIOR:

Provide commentary on ILS approach for student from rear seat of F-16B
(single ship)

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) . . . see B.1.2 . . .

STANDARD:

See B.1.3.1.1 and Dash 1

TASK NO.: I.2.3.1.4.8.2

BEHAVIOR:

Demonstrate formation ILS approach from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.1.4.8.2.1

BEHAVIOR:

Perform formation ILS approach from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.8.4.3.2.2

STANDARD:

See B.1.8.4.3.2.2

TASK NO.: I.2.3.1.4.8.2.2

BEHAVIOR:

Provide commentary on formation ILS approach for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP in front seat acting as naive student (ask typical student questions, etc.) naive student
- (5) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.8.3

BEHAVIOR:

Demonstrate overhead traffic pattern from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO, must coordinate performance and commentary

TASK NO.: I.2.3.1.4.8.2.1

BEHAVIOR:

Perform overhead traffic pattern from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.8.4.3.1.1

STANDARD:

See B.1.8.4.3.1.1

TASK NO.: I.2.3.1.4.8.2.2

BEHAVIOR:

Provide commentary on overhead traffic pattern from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as student in front seat
- (5) An audiotape recorder for recording commentary

STANDARD:

See B.1.3.1.1 and Dash 1

TASK NO.: I.2.3.1.4.8.4

BEHAVIOR:

Demonstrate straight-in approach from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO, must coordinate performance and commentary

TASK NO.: I.2.3.1.4.8.4.1

BEHAVIOR:

Perform straight-in approach from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.8.4.3.1.2

STANDARD:

See B.1.8.4.3.1.2

TASK NO.: I.2.3.1.4.8.4.2

BEHAVIOR:

Provide commentary for student on straight-in approach from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as student in front seat
- (5) An audiotape recorder for recording commentary

STANDARD:

See B.1.3.1.1 (attached) and Dash 1

TASK NO.: I.2.3.1.4.9

BEHAVIOR:

Demonstrate landing from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.4.9.1

BEHAVIOR:

Demonstrate straight-in landing from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.1.4.9.1.1

BEHAVIOR:

Perform straight-in landing from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting student
- (3) Student IP (UIP) in rear seat
- (4) See B Course

STANDARD:

See B Course

TASK NO.: I.2.3.1.4.9.1.2

BEHAVIOR:

Provide commentary on straight-in landing for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as naive student in front seat (ask typical student questions, etc.)
- (5) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.9.2

BEHAVIOR:

Demonstrate formation landing in wing position from rear sea

CONDITION:

APSO

STANDARD:

APSO; must coordinate commentary and performance

TASK NO.: I.2.3.1.4.9.2.1

BEHAVIOR:

Perform formation landing in wing position from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat
- (4) See B.1.9.2.2

STANDARD:

See B.1.9.2.2

TASK NO.: I.2.3.1.4.9.2.2

BEHAVIOR:

Provide commentary on formation landing in wing position for student from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP acting as student in front seat
- (5) An audiotape recorder for recording commentary

STANDARD:

See B.1.3.1.1 and Dash 1

TASK NO.: I.2.3.1.4.9.3

BEHAVIOR:

Demonstrate normal landing from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO, coordinate performance and commentary

TASK NO.: I.2.3.1.4.9.3.1

BEHAVIOR:

Perform normal landing from rear seat of F-16B (from overhead-pattern)

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) Student IP (UIP) in rear seat

STANDARD:

See B course

TASK NO.: I.2.3.1.4.9.3.2

BEHAVIOR:

Provide commentary on normal procedure during landing for student from rear seat of F-16B

CONDITION:

Given:

- (1) IP acting as a naive student performing in front seat of F-16B
- (2) A device session guide for the exercise being performed and/or gradeslip or other job aids
- (3) Student records
- (4) Mission goals and schedule
- (5) VTR when possible

STANDARD:

- (1) Prompts, cues, and behaviors requested of student conform to mission goals and accepted procedures
- (2) Timing and level of detail considering environmental conditions

TASK NO.: I.2.3.1.4.10

BEHAVIOR:

Demonstrate postflight procedures from rear seat of F-16B

CONDITION:

APSO

STANDARD:

APSO; must coordinate performance and commentary

TASK NO.: I.2.3.1.4.10.1

BEHAVIOR:

Perform postflight procedures from rear seat of F-16B

CONDITION:

Given:

- (1) F-16B in normal operating condition
- (2) IP in front seat acting as student
- (3) UIP in rear seat
- (4) See B course

STANDARD:

See B course

TASK NO.: I.2.3.1.4.10.2

BEHAVIOR:

Provide commentary on postflight procedures from rear seat of F-16B

CONDITION:

Given:

- (1) Device session guide (dsg)
- (2) An F-16B in normal operating condition
- (3) Appropriate official checklist(s)
- (4) IP in front seat acting as naive student (ask typical student questions, etc.)
- (5) An audiotape recorder for recording commentary

STANDARD:

- (1) Critical steps are pointed out to student
- (2) Controls, indicators, switches and their locations in front seat are accurately described to student
- (3) Critical cues are pointed out as they would be perceived by student
- (4) Critical decision points are pointed out
- (5) Level of detail is consistent with (a) maximum instructional effectiveness considering (b) environmental conditions
- (6) Timing of commentary is consistent with (a) maximum instructional effectiveness considering (b) environmental condition

TASK NO.: I.2.3.1.4.11

BEHAVIOR:

Perform emergency procedures from rear seat of F-16B (all simulator exercises in B course)

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.4.11.1

BEHAVIOR:

Perform emergency ground egress procedure from rear seat of F-16B

CONDITION:

See B Course

STANDARD:

See B Course

TASK NO.: I.2.3.1.4.11.2

BEHAVIOR:

Perform canopy jettison and ejection from rear seat of F-16B

CONDITION:

See B Course

STANDARD:

See B Course

TASK NO.: I.2.3.1.5

BEHAVIOR:

Coach student behavior during F-16B training mission (talking through a maneuver, etc.)

CONDITION:

Given:

- (1) IP acting as a naive student performing in front seat of F-16B
- (2) A device session guide for the exercise being performed and/or gradeslip or other job aids
- (3) Student records
- (4) Mission goals and schedule
- (5) VTR when possible

STANDARD:

- (1) Prompts, cues, and behaviors requested of student conform to mission goals and accepted procedures
- (2) Timing and level of detail in comments are consistent with maximum instructional effectiveness considering environmental conditions and student needs
- (3) Correct and incorrect student responses are accurately detected
- (4) Appropriate and timely feedback is given
- (5) Safety of aircraft and aircrew maintained
- (6) Accurate records kept

TASK NO.: I.2.3.1.5.1

BEHAVIOR:

Monitor student behavior during F-16B training mission (less talking, only interrupting when necessary)

CONDITION:

Given:

- (1) IP acting as naive student performing in front seat of F-16B
- (2) A device session guide and/or gradeslip or other job aid
- (3) Student records
- (4) Mission schedule/plan
- (5) VTR when possible

STANDARD:

- (1) Minimum number of cues, prompts given student
- (2) Time and level of detail in cues and prompts consistent with student needs and mission goals
- (3) Correct and incorrect student responses are accurately detected
- (4) Appropriate and timely feedback given
- (5) Safety of aircrew and aircraft maintained
- (6) Accurate records kept
- (7) Correctly identifies procedures/maneuvers which only need be monitored

TASK NO.: I.2.3.1.5.2

BEHAVIOR:

Note student performance on maneuvers and tactics during F-16B training mission, or chase mission

CONDITION:

Given:

- (1) IP acting as naive student performing in front seat of F-16B, or in chase craft
- (2) Device session guide for exercise being performed
- (3) Any available job aids for monitoring student performance
- (4) Paper, grade sheet, and pencil needed to take notes on performance
- (5) VTR or cassette tape recorder when available

STANDARD:

- (1) All critical behaviors listed in device session guide noted and correctly recalled as to criteria in device session guide on completion of device session

TASK NO.: I.2.3.1.5.3

BEHAVIOR:

Give appropriate feedback for student maneuvers and tactics in F-16B

CONDITION:

Given:

- (1) IP acting as a naive student performing in an F-16 B
- (2) A device session guide (previously read)
- (3) Any job aids available for monitoring student performance (gradeslip)

STANDARD:

- (1) Feedback is given promptly after response
- (2) Positive feedback is suitably rewarding to the student--builds confidence
- (3) Negative feedback is diagnostic, not degrading
- (4) Conforms to guidelines in device session guide as to frequency, etc.
- (5) Negative feedback is followed by suitable instructor action to correct student performance
- (6) Feedback does not interfere with ongoing performance of mission or waste resources

TASK NO.: I.2.3.1.5.4

BEHAVIOR:

Revise mission schedule during F-16 training mission following student error

CONDITION:

Given:

- (1) An IP simulating student error during an F-16B training mission
- (2) A device session guide
- (3) A grade sheet or other record of student performance

STANDARD:

- (1) Action taken likely to lead to improved student performance
- (2) Action is appropriate to seriousness of error and number of times made
- (3) Safety of crew and aircraft is maintained
- (4) Maximum instructional benefit derived from mission
- (5) Decisions made quickly

TASK NO.: I.2.3.1.6

BEHAVIOR:

Assume control during emergency or degraded condition during F-16B training mission

CONDITION:

Given:

- (1) Simulated or constructed degraded or emergency situations in an F-16B
- (2) UIP in rear seat
- (3) IP in front seat

STANDARD:

- (1) Prompts IP (acting as student) as to proper responses to make
- (2) UIP is aware of situation well enough in advance to prevent situations from becoming serious and begin action
- (3) Takes control only in last resort--when unsure if student has enough time to respond or doesn't have knowledge to rectify
- (4) UIP is constantly aware of the responsibility to maintain safety of aircrew and aircraft

TASK NO.: I.2.3.1.7

BEHAVIOR:

Conduct debrief following F-16B training mission

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.7.1

BEHAVIOR:

Analyze mission results following F-16B training mission

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.7.1.1

BEHAVIOR:

Analyze VTR playback following F-16B training mission

CONDITION:

Given:

- (1) A completed F-16B mission recorded on tape, preferably an actual student mission
- (2) A VTR in normal operating condition
- (3) A device session guide
- (4) Notes, etc. taken during mission
- (5) An IP acting as student

STANDARD:

- (1) All general problems which appear on the VTR identified and recorded
- (2) Correct, honest responses to student questions

TASK NO.: I.2.3.1.7.1.2

BEHAVIOR:

Analyze Air Combat Maneuvering Instrumentation (ACMI) playback for evaluation of performance of student following F-16B training mission

CONDITION:

Given:

- (1) Completed F-16B training mission recorded on ACMI
- (2) Necessary equipment and operator
- (3) Device session guide
- (4) Partially completed grade sheet
- (5) An IP acting as student

STANDARD:

- (1) Correct and incorrect student responses identified
- (2) Causes etc. of problems analyzed
- (3) Student interaction encouraged

TASK NO.: I.2.3.1.7.1.3

BEHAVIOR:

Analyze gun-camera film taken during F-16B training mission

CONDITION:

Given:

- (1) Completed F-16B mission recorded on film, preferably an actual B student mission
- (2) Operational film projector to be used during debrief
- (3) Device session guide
- (4) Notes taken during mission
- (5) IP acting as student

STANDARD:

- (1) All general problems appearing on film identified and recorded
- (2) Correct, honest responses to student questions

TASK NO.: I.2.3.1.7.2

BEHAVIOR:

Review student performance (problem areas) with student following F-16B training mission

CONDITION:

Given:

- (1) Completed device session guide
- (2) Completed mission, preferably an actual student mission
- (3) Completed mission analysis from VTR, ACMI, gun camera, if available
- (4) Partially completed grade sheet
- (5) IP acting as student

STANDARD:

- (1) All errors made by student are discussed
- (2) Student strengths are commented on
- (3) Student is encouraged to ask questions
- (4) Student questions are answered honestly, correctly
- (5) Discussion conforms to mission objectives, maneuvers performed and other guidelines in device session guide
- (6) UIP is generally supportive and not unnecessarily degrading

TASK NO.: I.2.3.1.8

BEHAVIOR:

Perform documentation following F-16B training mission

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.1.8.1

BEHAVIOR:

Complete grade sheet and recommend proficiency advancement, remediation or normal progress following F-16B training mission

CONDITION:

Given:

- (1) Completed training mission in F-16B
- (2) Completed mission analysis from videotape, audiotapes and ACMI playbacks of mission (of an actual student mission)
- (3) Notes from mission analysis
- (4) Partially completed grade sheet

STANDARD:

- Scoring of critical behaviors (same as IP 90% of time)
- Goal analysis (same as IP 90% of time)
- Grade (recommendation) (same as IP 90% of time)
- Comments pertinent and diagnostic noting both superior performance and below normal performance tasks
- Grade sheet correctly filled in

TASK NO.: I.2.3.1.8.2

BEHAVIOR:

Record student progress following F-16B training mission

CONDITION:

Given access to:

- (1) Student gradeslips and analysis of student performance
- (2) Student progress record forms

STANDARD:

- (1) Student progress indicated is accurate
- (2) Form is correctly and completely filled out

TASK NO.: I.2.3.1.8.3

BEHAVIOR:

Provide written comments on student performance and problems encountered following F-16B training mission

CONDITION:

Given:

- (1) Problems encountered during F-16B training mission and remediation or recommended solutions
- (2) All records and forms needed

STANDARD:

- (1) Correct forms selected for given problem
- (2) Forms correctly filled in
- (3) All problems accurately documented in sufficient detail to be useful
- (4) Remediation prescribed documented

TASK NO.: I.2.3.2

BEHAVIOR:

Conduct training mission from chase aircraft

CONDITION:

APSO

STANDARD:

APSO

AD-A099 960

COURSEWARE INC SAN DIEGO CALIF

F/G 5/9

TASK LISTINGS AND CRITERION-REFERENCED OBJECTIVES FOR THE INSTR--ETC(U)

MAR 81 H L O'NEAL, L J ROTHSTEIN

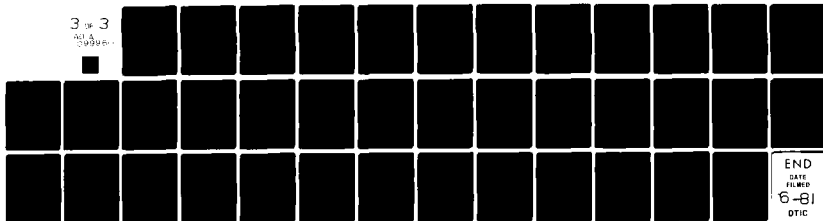
F02604-79-C-8875

NL

UNCLASSIFIED

3 of 3

AD-A
099960



END

DATE

FILMED

6-81

DTIC

TASK NO.: I.2.3.2.1

BEHAVIOR:

Conduct briefing prior to training mission conducted from chase aircraft

CONDITION:

Given:

- (1) Naive student with IP sitting in as supervisor or IP acting as naive student
- (2) Device session guide and/or briefing guide
- (3) Mission schedule/goals
- (4) a specified time limitation (1 hour)
- (5) Any other normally available materials such as chalkboard, chalk, etc.
- (6) Access to student records
- (7) A VTR for recording the session

STANDARD:

- (1) Briefing conforms to guidelines in device session and briefing guides
- (2) Briefing is completed within time limit specified
- (3) Students are encouraged to ask questions
- (4) Pace and emphasis is appropriate
- (5) Student knowledge is evaluated

Common errors:

- (1) Not thorough
- (2) Speaking in generalities when should be presenting specifics
- (3) Improper pace (slow at beginning then must rush at end)
- (4) Improper emphasis (too much detail on areas student already knows)

TASK NO.: I.2.3.2.2

BEHAVIOR:

Perform chase plane positioning while coaching or monitoring student performance

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.2.2.1

BEHAVIOR:

Perform takeoff in chase position while coaching student performance

CONDITION:

- (1) Taxi successfully completed
- (2) UIP in chase plane
- (3) IP in separate plane acting as student

STANDARD:

- (1) Proper distances and positions, maintained
- (2) Proper communication
- (3) Proper attitude for observation

TASK NO.: I.2.3.2.2.2

BEHAVIOR:

Perform in flight procedures in chase position while monitoring or coaching student performance

CONDITION:

- (1) Takeoff complete
- (2) In chase plane, aloft
- (3) UIP in separate plane, aloft, acting as student

STANDARD:

- (1) Correct distances and position maintained
- (2) Correct communication
- (3) Proper attitude for observation

TASK NO.: I.2.3.2.2.2.1

BEHAVIOR:

Perform surface attack patterns in chase position box patterns, strafe patterns, radar patterns, pop-up patterns while coaching

CONDITION:

- (1) Takeoff complete
- (2) In chase plane, aloft
- (3) UIP in separate plane, aloft, acting as student

STANDARD:

- (1) Correct distances and position maintained
- (2) Correct communication
- (3) Proper attitude for observation
- (4) Proper description/coaching given

TASK NO.: 1.2.3.2.2.2

BEHAVIOR:

Perform instrument maneuvers in chase position while coaching student performance

CONDITION:

- (1) Takeoff complete
- (2) In chase plane, aloft
- (3) UIP in separate plane, aloft, acting as student

STANDARD:

- (1) Correct distances and position maintained
- (2) Correct communication
- (3) Proper attitude for observation

TASK NO.: 1.2.3.2.2.2.3

BEHAVIOR:

Perform aircraft handling maneuvers in chase position while coaching

CONDITION:

- (1) Takeoff complete
- (2) In chase plane, aloft
- (3) UIP in separate plane, aloft, acting as student

STANDARD:

- (1) Correct distances and position maintained
- (2) Correct communications
- (3) Proper attitude for observation

TASK NO.: I.2.3.2.2.2.4

BEHAVIOR:

Perform low level maneuvers in chase position

CONDITION:

- (1) Takeoff complete
- (2) UIP in chase plane, aloft
- (3) IP in separate plane, aloft, acting as student

STANDARD:

- (1) Correct distances and position maintained
- (2) Correct communications
- (3) Proper attitude for observation

TASK NO.: I.2.3.2.2.3

BEHAVIOR:

Perform recovery/approach in chase position (normal overhead pattern and straight-in) while coaching student performance

CONDITION:

Given:

- (1) UIP in chase plane aloft
- (2) IP in separate plane aloft

STANDARD:

- (1) Correct positioning and distance maintained
- (2) Correct communications
- (3) Proper configuration maintained

TASK NO.: I.2.3.2.2.4

BEHAVIOR:

Perform landing in chase position

CONDITION:

Given:

- (1) UIP in chase plane aloft
- (2) IP in separate plane acting as student

STANDARD:

- (1) Correct distances and position maintained
- (2) Correct communications
- (3) Proper attitude for observation

TASK NO.: I.2.3.2.3

BEHAVIOR:

Coach student performance while flying chase

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.2.3.1

BEHAVIOR:

Coach student performance while flying chase

CONDITION:

Given:

- (1) IP acting as student performing in lead plane
- (2) UIP performing in chase plane
- (3) A device session guide
- (4) Access to student records
- (5) Missions goals, objectives and schedule

STANDARD:

- (1) Prompts, cues, and behaviors requested of student conform to mission goals and accepted procedures
- (2) Timing and level of detail in comments are consistent with maximum instructional effectiveness considering environmental conditions and student needs
- (3) Judges altitude, airspeed of lead aircraft reasonably well
- (4) Appropriate and timely feedback is given
- (5) Safety of aircraft and aircrew maintained
- (6) Accurate records kept

TASK NO.: I.2.3.2.3.2

BEHAVIOR:

Monitor student performance while flying chase

CONDITION:

Given:

- (1) UIP in chase plane aloft
- (2) IP in lead plane aloft acting as naive student
- (3) Device session guide
- (4) Grade sheet or other job aid for evaluating student performance
- (5) Note paper, tape recorder or other device for taking notes, if available
- (6) Access to student records
- (7) Mission plan/schedule

STANDARD:

- (1) Correct position and distance maintained
- (2) Correct communication
- (3) Proper attitude for observation
(also I.2.3.1.5.1)

TASK NO.: I.2.3.2.3.3

BEHAVIOR:

Note student performance on critical maneuvers and tactics while flying chase

CONDITION:

Given:

- (1) IP acting as naive student performing in front seat of F-16B
- (2) Device session guide for exercise being performed
- (3) Any available job aids for monitoring student performance
- (4) Paper, grade sheet, and pencil needed to take notes on performance
- (5) VTR or cassette tape recorder when available

STANDARD:

- (1) All critical behaviors listed in device session guide noted and correctly recalled as to criteria in device session guide on completion of device session

TASK NO.: I.2.3.2.3.4

BEHAVIOR:

Give appropriate feedback for student performance while flying chase

CONDITION:

Given:

- (1) An IP simulating student error during an F-16B training mission
- (2) A device session guide
- (3) A grade sheet or other record of student performance

STANDARD:

- (1) Action taken likely to lead to improved student performance
- (2) Action is appropriate to seriousness of error and number of times made
- (3) Safety of crew and aircraft is maintained
- (4) Maximum instructional benefit derived from mission
- (5) Decisions made quickly

TASK NO.: I.2.3.2.3.5

BEHAVIOR:

Revise mission schedule following student error while flying chase

CONDITION:

(1) Description of an erroneous performance by the student

STANDARD:

(The criteria for the student flight safety envelope will vary with the maneuver and the competence of the students, while warnings and verbal feedback in dictating errors are necessary, it is best not to be "too quick on the trigger". Somewhat more cautious than in backseat of F-16; must judge student's abilities and capabilities.)

TASK NO.: 1.2.3.2.4

BEHAVIOR:

Conduct debrief following training mission in which chase has been flown

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: (1.2.3.2.4.1)

BEHAVIOR:

Analyze mission results following training mission in which chase has been flown

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: (I.2.3.2.4.1.1)

BEHAVIOR:

Analyze VTR playback

CONDITION:

Given:

- (1) A completed mission in which chase was flown recorded on tape (preferably actual student mission)
- (2) A VTR in normal operating condition
- (3) A device session guide
- (4) Notes, etc. taken during mission
- (5) IP acting as naive student

STANDARD:

- (1) All general problems which appear on the VTR identified and recorded,
- (2) Correct, honest responses to student questions

Steps:

- (1) Review VTR as soon as possible after mission
- (2) Comment on playback as it occurs
- (3) Summarize problems trends (See I.1.3) and discuss with student
- (4) Record trends on grade sheet
- (5) Replay parts of tape that are critical to students understanding

TASK NO.: (I.2.3.2.4.1.2)

BEHAVIOR:

Analyze ACMI playback for evaluation of student performance

CONDITION:

Given:

- (1) Completed training mission during which chase was flown recorded on ACMI
- (2) Necessary equipment and operator
- (3) Device session guide
- (4) Partially completed grade sheet
- (5) IP acting as naive student

STANDARD:

- (1) Correct and incorrect student responses identified
- (2) Causes etc. of problems analyzed
- (3) Student interaction encouraged

TASK NO.: I.2.3.2.4.2

BEHAVIOR:

Review problem areas with student

CONDITION:

Given:

- (1) Completed device session guide
- (2) Completed mission
- (3) Completed mission analysis from VTR, ACMI, gun camera, if available
- (4) Partially completed grade sheet
- (5) IP acting as student

STANDARD:

- (1) All errors made by student are discussed
- (2) Student strengths are commented on
- (3) Student is encouraged to ask questions
- (4) Student questions are answered honestly, correctly
- (5) Discussion conforms to mission objectives, maneuvers performed and other guidelines in device session guide
- (6) Instructor is generally supportive and not unnecessarily degrading

TASK NO.: 1.2.3.2.5

BEHAVIOR:

Perform documentation following training mission in which chase has been flown

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: (I.2.3.2.5.1)

BEHAVIOR:

Complete grade sheet following training mission in which chase has been flown

CONDITION:

Given:

- (1) Completed training mission in which chase was flown
- (2) Completed mission analysis from videotape, audiotapes and ACMI playbacks of mission (preferably actual student missions)
- (3) Notes from mission analysis
- (4) Partially completed grade sheet

STANDARD:

- Scoring of critical behaviors (same as IP 90% of time)
- Goal analysis (same as IP 90% of time)
- Grade (recommendation) (same as IP 90% of time)
- Comments pertinent and diagnostic noting both superior performance and below normal performance tasks
- Grade sheet correctly filled

TASK NO.: I.2.3.2.5.2

BEHAVIOR:

Record student progress following training mission in which chase has been flown

CONDITION:

APHO

STANDARD:

APHO

TASK NO.: I.2.3.2.6

BEHAVIOR:

Prescribe remediation following training mission in which chase has been flown

CONDITION:

Given:

- (1) Results of training mission in which chase was flown including completed grade sheet
- (2) Master course syllabus

STANDARD:

- (1) Remediation prescribed is appropriate to objectives student failed
- (2) Amount of remediation is appropriate

TASK NO.: I.2.3.3

BEHAVIOR:

Perform group training mission

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.3.1

BEHAVIOR:

Prepare for group training mission

CONDITION:

Given:

- (1) Access to all reference materials needed
- (2) A device session guide
- (3) Access to students records

STANDARD:

APSO

TASK NO.: (I.2.3.3.1.1)

BEHAVIOR:

Review student records for general problem areas prior to group training mission

CONDITION:

Given:

- (1) Set of student records (normally 2 students)
- (2) Device session guide

STANDARD:

- (1) Reviews records of all students in group
- (2) Correctly identifies individual strength and weaknesses
- (3) Correctly identifies general group problem areas
- (4) Establishes appropriate group mission goals in light of student needs and abilities

TASK NO.: I.2.3.3.1.2

BEHAVIOR:

Prepare in detail tactics to be briefed for group training mission

CONDITION:

Given:

- (1) A device session guide containing basic scenario and basic tactics to be practiced
- (2) Any needed references including regulations and local idiosyncracies to be observed

STANDARD:

- (1) Tactics are at appropriate level of complexity for training mission
- (2) Basic tactics practiced conform to device session guide
- (3) Standard and local regulations to be observed have been noted
- (4) Student questions have been anticipated and prepared for
- (5) Student errors have been anticipated and prepared for
- (6) Mission planned for efficient use of time/fuel

Common errors:

- (1) Tactics selected too complex for special training mission (tactics should be graduated from easy to difficult, simple to complex to meet students needs)
- (2) Insufficient preparation
- (3) Mission inefficiently planned

TASK NO.: I.2.3.3.2

BEHAVIOR:

Conduct briefing as lead instructor pilot prior to group training mission

CONDITION:

APSO

STANDARD:

APSO (see B.1.1.5)

TASK NO.: I.2.3.3.2.1

BEHAVIOR:

Present mission scenario for group training mission

CONDITION:

Given:

- (1) IPs or other UIPs actings as students
- (2) Device session guide
- (3) Mission goals and schedule
- (4) Appropriate audio/visual aids
- (5) A time limit (normally 1 hr.)

STANDARD:

- (1) Scenario conforms to device session guide and mission goals
- (2) Student questions encouraged and answered honestly, accurately
- (3) Brief completed within time limit
- (4) Proper pace and emphasis
- (5) Accurate and sufficiently detailed information as to regulations to be followed

TASK NO.: I.2.3.3.2.2

BEHAVIOR:

Present tactics to be covered on group training mission

CONDITION:

Given:

- (1) IPs or other UIPs acting as students
- (2) Device session guide
- (3) Mission goals and schedule
- (4) Appropriate audio/visual aids
- (5) A time limit (normally 1 hr.)

STANDARD:

- (1) Tactics discussed conform to device session guide and mission goals
- (2) Student questions encouraged and answered honestly and accurately
- (3) Brief completed within time limit
- (4) Proper pace, emphasis and level of detail

TASK NO.: I.2.3.3.2.3

BEHAVIOR:

Evaluate student knowledge and review weak areas during group student briefing prior to group training mission

CONDITION:

Given:

- (1) An actual student with IP sitting in as evaluator or IP acting as a naive student
- (2) An operational non-interactive device
- (3) A device session guide
- (4) Any job aids available for evaluating student knowledge
- (5) Access to student records

STANDARD:

- (1) Evaluation activity conforms to the objective(s) and guidelines presented in the device session guide/mission goals
- (2) Student(s) readiness is correctly evaluated
- (3) Action taken as result of evaluation is appropriate

TASK NO.: I.2.3.3.3

BEHAVIOR:

Demonstrate proper lead instructor pilot positioning and communication during group training mission

CONDITION:

Given:

- (1) Device session guide
- (2) Mission schedule
- (3) Other UIPs or IPs acting as students in aircrafts
- (4) UIP in back seat of F-16B acting as lead

STANDARD:

- (1) Maintain proper pace throughout mission/proper and orderly sequence
- (2) Keep all members informed of changes in schedule/mission plan
- (3) Crisp concise communications given and maintained
- (4) Proper consideration of other aircraft
- (5) Communication to all and correct agencies/personnel
- (6) Communications are timed properly to insure maximum use of mission
- (7) Fuel checks done as briefed
- (8) Maintains control at all times/delegates authority appropriately
- (9) Maintains safety of all aircraft and personnel
- (10) Handles contingencies quickly efficiently
- (11) Monitors student performance at all times

TASK NO.: I.2.3.3.3.1

BEHAVIOR:

Perform takeoff as lead plane during group training mission while monitoring other aircraft

CONDITION:

Given:

- (1) UIP as lead pilot in rear seat of F-16B
- (2) IP in front seat of F-16B
- (3) Two to three other aircraft in group

STANDARD:

- (1) Maintains correct and sufficient communications
- (2) Constantly monitors student performance

TASK NO.: I.2.3.3.3.2

BEHAVIOR:

Perform departure as lead aircraft during group training mission

CONDITION:

Given:

- (1) UIP as lead pilot in rear set of F-16B
- (2) IP in front seat of F-16B
- (3) Two to three other aircraft in group

STANDARD:

- (1) Student errors indeed common

TASK NO.: 1.2.3.3.3.3

BEHAVIOR:

Perform enroute phase as lead plane during group training mission

CONDITION:

Given:

- (1) UIP as lead pilot in rear seat of F-16B
- (2) IP in front seat of F-16B
- (3) Two to three other aircraft in group

STANDARD:

- (1) Maintains correct and sufficient communications
- (2) Constantly monitors student performance

TASK NO.: I.2.3.3.3.4

BEHAVIOR:

Perform combat maneuvers as lead plane during group training mission

CONDITION:

APSO

STANDARD:

APSO

TASK NO.: I.2.3.3.3.4.1

BEHAVIOR:

Perform offensive air combat as instructor in F-16B during group training mission

CONDITION:

Given:

- (1) UIP as lead pilot in rear seat of F-16B
- (2) IP in front seat of F-16B
- (3) Two to three other aircraft in group

STANDARD:

- (1) Maintains correct and sufficient communications
- (2) Constantly monitors student performance

ND